



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

Brief Notes on the Facilitator for School-based Support to Guidance & Counseling (G&C) and Agents of Change (AOC)

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BRIEF NOTES THE FACILITATOR FOR SCHOOL-BASED SUPPORT TO GUIDANCE & COUNSELING (G&C) AND AGENTS OF CHANGE (AOC)

In order to operationalize the provision of guidance and counseling services in schools, head teachers are critical for ensuring that they fully understand the current policy guidelines and new developments in the education sector.

1. A number of emerging and contemporary issues (including sexual abuse, gender based violence, orphan-hood, early marriages, teenage pregnancies) have rocked our society and schools in particular.
 2. It is therefore, important for head teachers to be abreast with the current developments in the education sector which aim at addressing some of these social ills.
 3. The Ministry of General Education in collaboration with partners have developed materials aimed at strengthening support mechanisms. The Comprehensive Sexuality Education Curriculum which has been integrated in the main curriculum through all subject is one such development. Apart from this, the MoGE in collaboration with the RTS project have produced a poster to assist schools to deliver messages on the prevention of most of the ills mentioned above by the learners with support from Guidance and counseling teachers (show poster here and explain how to use it).
 4. The MoGE has also produced the Guidelines on the administration and management of guidance and counseling in the education system and Guidance and Counseling
1. Who are Agents of Change?
 - These are learners who are chosen by the school administration and the teachers to conduct meeting based on their leadership skills and the ability to communicate effectively
 2. What is the use of the posters and Agents of Change Meetings
 - To assist guidance and counseling teachers, Agents of Change and the school management understand the standards and processes for the delivery of services to learners. It is a step by step poster carefully developed so that any teacher in the school can use it to support learners should the officer designated be out of the station
 3. How often do Agents of Change conduct meetings?
 - Meetings are held once a month unless some topics are left unfinished then an extra week can be added. Therefore in a term learners are expected to attend at least three (3) meetings
 - After each meeting learners are supposed to sign the attendance register
 4. What materials do Agents of Change use to conduct meetings?
 - RTS in collaboration with the Ministry of General Education produced the standardized manual which indicates topics for discussions each month throughout the term and other supplementary materials.

5. Who is eligible to attend the meetings?
 - All learners in the school should participate in the meetings based on their age groupings (as stipulated in the standardized guidelines).
6. How are these meetings organized?
 - At the start of each year, Agents of Change are selected to facilitate meetings.
 - Each agent of change is responsible for 25 or less learners in his/her group
 - The groups are based on the age of the learners and not so much the grade
7. What is the role of the guidance and counseling teacher?
 - To offer guidance and counseling services in a school while ensuring that all areas of guidance are covered
 - Dealing with emerging and contemporary issues such as substance abuse, child abuse and teenage pregnancies etc. (refer to page 9 of the guidelines)
8. What is the role of deputy head teacher?
 - To take assist the head teacher in the day to day management of the guidance and counseling programs
 - To chair disciplinary meetings etc. (refer to page 9)
9. What is the role of the head teacher?
 - To ensure that all members of staff are oriented on guidance and counseling activities
 - To provide leadership on all guidance and counseling activities in the school
 - Monitor all guidance and counseling activities
 - Ensure that contemporary and emerging issues such as HIV and AIDS, safety, gender, and anti-drugs abuse are disseminated to the teachers, learners and ensure that there is guidance and counselling room in the school (see page 9 for details. For other roles of district, provincial and senior teachers see page 8).
10. What other issues do the Guidelines on G&C service provision contain?
 - Explains the characteristics of a comprehensive guidance and counseling program in institutions of learning
 - Qualities of the G&C teacher
 - Structure in guidance and counseling
 - Time allocation for guidance and counseling periods
 - Various committees which should be established in the schools and
 - The multi-sectoral network of services



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